

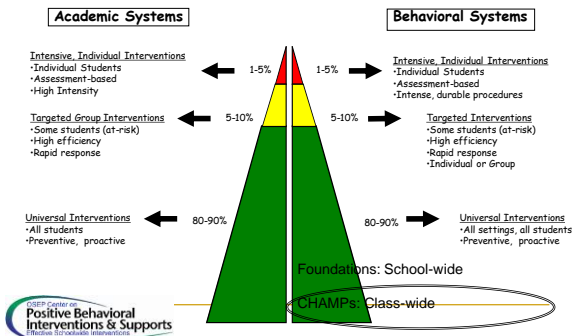
# Positive School Wide Discipline

Presented by:  
Kim Marcum

## Welcome to: Positive School Wide Discipline

- I am Kim Marcum. Please turn off your cell phone unless your child is driving your car for the first time. If that is the case keep your phone in your hand and hold on tight!!
- Please pick up your handout in the back of the room.

## Designing School-Wide Systems for Student Success



### Winner of the 1998 'Not My Job' Award



## OBJECTIVES

- Review and refine strategies which create a fair discipline system which teaches and reinforces desired classroom and school wide behaviors using the STOIC model
- Provide information based upon present realities instead of myths
- Provide information useful in completing a school wide discipline plan

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

Haim Ginott

## DISCIPLINE MYTHS AND MISCONCEPTIONS

- Discipline worked better
- Graduation rates:
  - 2004 69.7% (NCHEMS Information Center)
  - 1990 75%-79%
  - 1946 48%
  - 1900 6%

## PUNISHMENT HAS POWER

- Role-bound authority
- "Get tough attitude
- Take my recess
- Call my mom
- In school suspension
- After school detention



**STOIC**-Someone admired for patience and endurance in the face of adversity.

S	Structure for Success	<b>Discourage misbehavior</b> and <b>to encourage student engagement</b> . Schedule, physical setting, procedures for managing student work, beginning and ending routines, etc.
T	Teach Expectations	Plan <b>to teach students to function successfully</b> in the structure you have created. Activities and Transitions
O	Observe and Monitor	<b>Short term</b> -circulate through and scan the room continuously. <b>Long term</b> -collect data to determine progress
I	Interact Positively	Non-contingent <b>Attention</b> Contingent <b>Attention</b> <b>3:1 Ratio</b> of Positive to Negative Interactions
C	Correct Fluently	<b>Calmly, consistently, briefly, and immediately</b>

## STOIC

- Structure for Success
  - Meet at door with positive greeting
- Connecting
  - Think, Feel, Exist

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## STOIC

- Consistent use of routines
  - ❖ Entry routine
  - ❖ Attention Signal

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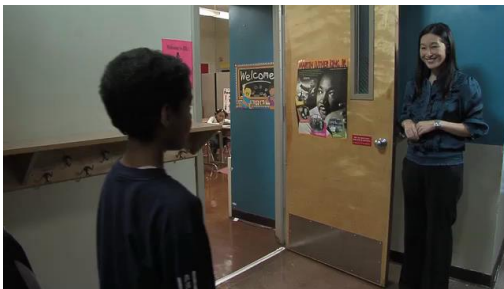
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## Greeting at the Door



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## No Greeting



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## STRUCTURE FOR SUCCESS FIRST DAY



- Meet students at the door with a positive greeting
- Daily routine assignment
- Teach your attention signal
- Teach your most important rules
- Teach procedures as needed

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## STOIC

- Structure for Success
  - ✓ Tight schedules
  - ✓ Room designed for easy monitoring

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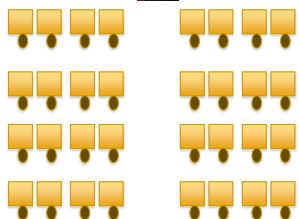
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STOIC



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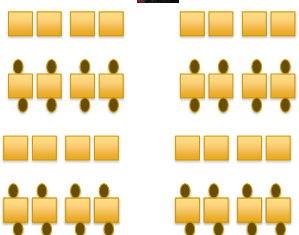
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STOIC



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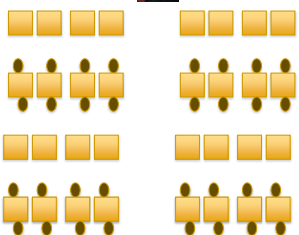
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STOIC



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## STOIC

- Structure for Success
  - Develop guidelines for success
  - Develop clear rules and consequences

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## Rules About Rules

- State positive form of the rule
  - "Clean language at all times" VS "NO CUSSING"
- Few in number (4-6)
- Teachable, Observable, and Enforceable
  - "Keep hands, feet and objects in own space" VS "BE GOOD" or "BE RESPONSIBLE"
- Pre-established consequences tied to following and not following class rules
- Posted in a Prominent Place in the Classroom
- Enforceable the ENTIRE TIME THE STUDENT IS IN YOUR CLASS!

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## Classroom Rules

What are your rules?

1. Arrive on time with all of your materials.
2. Keep hands, feet, and objects to yourself.
3. Work during all work times.
4. Follow adult directions within 5-10 seconds.



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## BUS RULES

FOLLOW DIRECTIONS OF THE DRIVER

STAY SEATED AT ALL TIMES

NO HITTING

NO NAME CALLING

NO SWEARING

NO YELLING

NO EATING OR DRINKING

NO THROWING OBJECTS

NO SPITTING ON THE BUS

NO WRITING OR CUTTING ON SEATS



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## Take Action

- Create your list of key rules.
- Make a list of ways to positively acknowledge students who are following the rules.
- List a few small consequences that can be consistently applied, when students are not following the rules.

## GUIDELINES FOR SUCCESS

- Not specific like rules;
- Intended to encourage success;
- Example
  - ❑ Be responsible.
  - ❑ Always try.
  - ❑ Cooperate with others.
  - ❑ Treat everyone with respect (including yourself).



## Guidelines for Success from Great Coaches

- “If you are determined enough and willing to pay the price, you can get it done.” Mike Ditka
- “Do not let what you cannot do interfere with what you can do.” John Wooden
- “Most people have the will to win, few have the will to prepare to win.” Bobby Knight
- “Never quit.” Bear Bryant

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## sTOIC

- Teach the Behaviors
  - If you expect it, you must teach it!
  - Not taught at home
  - Children raising children
  - Dysfunctional families

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## sTOIC

- Teach the Behaviors
- Determine the steps to successfully demonstrating the behavior
- Teach I do, we do, you do
- Provide practice

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## Teach an Attention Signal

- Visual and Auditory
- Give a Warning
- 3,2,1
- Practice Makes Perfect

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## Teaching Voice Level

- 0 = No Sound
- 1 = Partner Voice
- 2 = Small Group Voice
- 3 = Classroom Wide Voice
- 4 = Outside Loud or Game Voice

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## Classroom Activities

- Opening, attendance routines
- Teacher-directed instruction
- Small group instruction
- Independent work
- Cooking labs
- Cushion activities (What students do when they have finished their work.)

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## Classroom Activities

- Class meetings
- Taking tests/quizzes
- Centers/Lab stations
- Peer tutoring sessions
- Cooperative groups

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## Seat Work

What should it look like?	What should it sound like?
Working at seat until Assignment is complete	Level 0 voice
Asking a partner for assistance when there is a question	Level 1 voice
Partners checking each other's voice Assignments	Level 1
Placing completed work on the corner of desk	Level 0 voice
Reading one of three library books	Level 0 voice

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## Group Work

### What should it look like?

- ☐ Students sitting at the group table working on the task assigned
- ☐ Students agreeing on project plan
- ☐ Students sharing the work load equally
- ☐ Students walking quietly and quickly to the resource center for materials
- ☐ Students continuing to work during group time

### What should it sound like?

Level 2 voice

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## Transitions

- Before the bell rings.
- After the bell rings.
- Getting out paper, pencil and heading paper.
- Getting a book out and opened to a specific page.
- Moving to and from a location.
- Students leaving and entering the classroom.
- Putting things away.
- Handing in work.
- Trading papers for corrections.

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## Transitions

- Cleaning up after project activities.
- Leaving the room at the end of the day or class period.
- Handing out materials.
- Handing things back (e.g. graded papers.)
- Opening and dismissal routines.

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## Moving to Centers

What should it look like?	What should it sound like?
Checking the center chart from your seat	Level 0 voice
Pushing in chair	Level 0 voice
Walking directly to center	Level 0 voice
Looking to see how materials are organized	Level 0 voice
Sitting down in an available chair	Level 0 voice

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## The Effects of No Ending Routine




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## Packing Up

What should it look like?	What should it sound like?
Students sitting at their desks working on their assignments, or focused on the teacher until the signal is given to clean up (3minutes before bell)	0 level voice
Students writing assignments in assignment logs	0 level voice
Students cleaning up their area	level 2 voice
Students standing quietly waiting to be dismissed	0 level voice

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## STOIC

- Observe and Monitor
  - Monitor for compliance
  - Monitor academic performance
  - (Can they do the work?)

## STOIC

- Observe and Monitor
  - Monitor for compliance
  - Monitor academic performance
    - Can they do the work?

## MONITOR –

### *How would you Monitor?*

#### **DURING THE ACTIVITY**

- Verify Student Understanding
- Observe / Circulate/ Scan
- Signals/Gestures
- Eye Contact
- Smile/Nod/Point

#### **AFTER THE ACTIVITY**

- Ask the Class ("Thumbs-up if you understand")
- Ask Student Questions (no volunteers)
- Interview Students
- Give a Quiz
- Play a Game
- Embed Expectation Questions on Tests

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### Monitoring From the Teaching Station

- Provide instructions for independent seatwork before small group work begins
  - Begin small group only after independent work is going smoothly
  - Build natural stopping points within the small group lesson
  - Praise on-task independent workers
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### Monitoring From the Teaching Station

- Use the music box
  - With a challenging class use group points-keep point chart within reach
  - Debrief independent time
  - Choose exceptional students to read at the end of the reading block-cheer
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If you are speeding and see a police officer on the highway, do you slow down?



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## STOIC

- Interact positively
- Contingent attention
  - Reinforcement must be earned by demonstrating the behavior

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## REINFORCEMENT

- Praise-high level
  - proximity
  - don't wait for thanks
- Specific
- High rate in the beginning
- Use unpredictable and intermittent reinforcement to maintain the behavior

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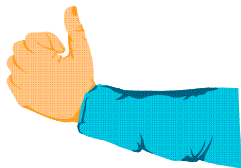
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## Positive Feedback



- Give students positive feedback in a variety of ways on their progress in meeting our expectations.

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## REINFORCEMENT REMINDERS

- Use the lowest level reinforcer that works

- Praise
- Special Privileges
- Preferred Activities
- Stars/Written Praise Statements
- Stickers
- Phone calls home
- The list is endless...

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## Reinforcement Cautions

- Reinforcing an individual older student publically for compliant behavior is dangerous!

- ✓ Increases the likelihood that the student will misbehave
- ✓ Rebels are considered sexy
- ✓ Compliant kids are considered geeky

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## What Is Safe to Reinforce?

- Individual students for high level academic performance, providing a few of the “players” are also included.

- Whole group can be reinforced for compliance

- ✓ “Your response to the attention signal is perfection. You were all quiet immediately. You are such fun to teach.”

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## Ratios of Interaction

- 3 positives to 1 negative

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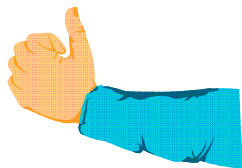
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- Give students **positive feedback in a variety of ways on their progress in meeting our expectations.**

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## Improving Civility in the Classroom

### REINFORCEMENT PRACTICE

- Share reinforcement you would give to a class who followed your ending routine perfectly.
- Share reinforcement you would give to a class who has followed your entry routine perfectly.

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## Motivation:

- Feather's formula for motivation
  - Expectancy X Value = Motivation
  - Expectancy – The degree to which you believe you can be successful
  - Value – What's in it for me?

## Motivation:

- A teacher's enthusiasm directly affects student motivation
- The great coach

## AS IF RULE

- Treat your students as if they have already met your expectations



## APPLYING THE “AS IF” RULE

- This is not you. You are a person who.....
- We all make mistakes
- How are you going to repair the damage?
- Consequence
- I know you can do it!

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## STOIC

- Correct Fluently
- ✓ Give a positive direction
- ✓ Move away quickly
- ✓ Use a calm demeanor

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## Correcting Misbehavior



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## Correcting Misbehavior



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## Correcting Misbehavior



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## CONSEQUENCES

- It isn't the severity of consequences, but the consistency that makes them effective
- We need a repertoire of small consequences that we will use consistently
  - 1 minute timeout/loss of recess
  - Go to the back of the line
  - Change seats

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## When They Won't Comply

- Ask and move away.
- Wait – Keep teaching like you are not bothered.
- Ask again and move away.
- Wait- Keep teaching like you are not bothered.
- Share what the consequence will be if they don't comply and move away.

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## When They Won't Comply Continued

- Wait – Keep teaching like you are not bothered.
- Assign consequence and keep teaching.

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## If a Seven Year Old Can Take Data, So Can You!



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## Data

- Why keep data?
  - One bad day and you think the world is falling apart
  - Frequency data/ how many times the behavior occurs
    - Paper clips from one pocket to another
    - Pages in a book
  - Duration data / How long or how much time
    - Stop watch, start and stop, don't reset

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